DOCUMENT RESUME

ED 311 082 TM 013 925

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TITLE School and Student Classifications for Universe Data Files. Improving Universe Data on Schools and School Districts.
INSTITUTION Council of Chief State School Officers, Washington, DC. State Education Assessment Center.
SPONS AGENCY Center for Statistics (OERI/ED), Washington, DC.
PUB DATE Sep 86
CONTRACT 300-85-0146
NOTE 78p.; For related documents, see TM 013 919-920, TM 013 922-923, TM 013 927-929. Some figures may not reproduce well due to marginal legibility.
AVAILABLE FROM Council of Chief State School Officers, State Education Assessment Center, 400 North Capitol Street, N.W., Washington, DC 20001 (free).
PUB TYPE Reports - Descriptive (141) -- Statistical Data (110)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Classification; Comparative Analysis; *Databases; Data Collection; Definitions; Evaluation Methods; Federal Programs; Private Schools; *Public Schools; State Programs; *Student Characteristics
IDENTIFIERS Coding; Common Core of Data Program; Council of Chief State School Officers; *Data Files; *Education Data Improvement Project; National Center for Education Statistics

ABSTRACT

Recommendations designed to assist states in the creation of meaningful definitions of types of schools and students for use in the Council of Chief State School Officers' Education Data Improvement Project are presented. The Project's goals are to promote and facilitate the reform and refinement of the National Center for Education Statistics' national education statistical data system. The Project is examining the public school and school district universe files to identify states collecting specific data elements, to specify in detail the definitions and specifications used by each of the states for each data element, and to isolate discrepancies in states' approaches. Specific recommendations are included for: (1) definition of school; (2) definitions of public and non-public schools; (3) definitions of public and non-public school students; (4) collection of data on public and non-public school students; (5) definitions of educated-at-home students; and (6) definitions of regular, special education, vocational education, and alternative schools. A general recommendation is made about the coding of schools for establishing an "other" category. Five appendices give state-by-state components of existing definitions. (SLD)

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State Education Assessment Center

Education Data Improvement Project

U.S. DEPARTMENT OF EDUCATION
Center for Statistics

September 1986

ED311082

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SCHOOL AND STUDENT CLASSIFICATIONS FOR UNIVERSE DATA FILES

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Improving Universe Data on Schools and School Districts

SCHOOL AND STUDENT CLASSIFICATIONS FOR UNIVERSE DATA FILES

September 1986

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Under Contract to:
Center for Statistics
U.S. Department of Education

Contract No. 300-85-0146

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to the
State Profiles of School and School District Universe Data

The Common Core of Data Coordinators, designated by their chief state school officers as the official state liaisons with the Center for Statistics, are the primary respondents to the Project. The data presented here could not have been developed without substantial efforts by these data coordinators, who provided the information necessary to present state by state comparisons of data collection practices. Many thanks to those listed below who were instrumental in completing the Shuttle and kindly providing further information via telephone calls and verification procedures.

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PREFACE

This document is one of a series of reports resulting from the Council of Chief State School Officers' Education Data Improvement Project. The Project, funded by the U.S. Department of Education's Center for Statistics, is a joint effort of the states and the federal government to improve the quality and timeliness of data collected, analyzed, and reported by the Center. The Project, initiated by the Council as the first effort of its State Education Assessment Center, coincided with the Department of Education's extensive redesign of the national elementary/secondary education statistical data system. Improvement of the Center's Common Core of Data, collected annually from state education agencies, is the Project's primary goal.

In November 1984, the Council of Chief State School Officers voted to "work actively with the National Center for Education Statistics (currently the Center for Statistics) to ensure that reporting of data from all sources is accurate and timely." This vote committed the Council to improving the comprehensiveness, comparability, and timeliness of data reported to the Center for Statistics by the state education agencies.

In several recent speeches and interviews, Chester E. Finn, Jr., Assistant Secretary for the Office of Educational Research and Improvement (OERI), listed four goals for strengthening the nation's ability to achieve educational excellence. The Department of Education's primary goal-to significantly improve the nation's educational statistical information base, both in the amount of data and its quality-suggests substantial interest in the work and goals of the Education Data Improvement Project.

The Center for Statistics and the states jointly share responsibility for a statistical system in education that is inadequate for today's needs. This project is one effort wherein they are working together to make the basic system efficient and effective.

The goals of the Project are to describe state collection of data elements currently contained in the Common Core of Data and those that might be added to make the Common Core of Data adequate and appropriate for reporting on the condition of the nation's schools, and to make recommendations to states and the Center for Statistics for making the Common Core of Data more comprehensive, comparable, and timely. During the first year of the Project, the focus has been on the school and school district universe files.

The Project is examing the universe files, to identify all states collecting specific data elements, to specify in detail the definitions and specifications used by each of the states for each data element, and to isolate discrepancies in ways different states define and measure those various elements. This current report presents recommendations designed to assist states in the creation of meaningful definitions of types of schools and students.

INTRODUCTION

Universe Data on Schools and School Districts

The Council of Chief State School Officers, jointly with the U. S. Department of Education's Center for Statistics, is conducting a project to improve the quality and timeliness of nationally reported data on elementary and secondary education. The Education Data Improvement Project was designed to promote and facilitate the reform and refinement of the Center for Statistics' national education statistical data system.

One major aspect of the Project is systematic assessment and comparison of state collection practices for school and school district universe data. The current universe files contain listings of every elementary and secondary public school (approximately 87,000) and all local public school districts (approximately 16,000) in every state, U. S. Territory, and the District of Columbia. There are three major purposes for universe files: (1) to provide official state-by-state listings of public elementary and secondary schools and school districts in this country, (2) to provide minimum information necessary for selection of national, regional and state representative samples of schools and school districts, and (3) to provide basic statistical data about all schools and school districts.

Project Processes and Analyses

The Education Data Improvement Project's data collection process is multifaceted: data are collected from several sources and supplemented either by individual and group interviews, or by task forces and study groups. Over the several iterations, true state and national profiles will emerge. Where discrepancies are found across a number of states, meetings will be convened to arrive at consensus on specific data elements, definitions, or measurement procedures. Where problems are found with a single state or with a few states, negotiations will establish crosswalks[1] between the state(s) and the Center for Statistics. Where states have better, more efficient definitions and procedures than currently used by the Center for Statistics, recommendations will be made to change the national system.

This Report

The first year of the Project is described in a series of reports under the general title, "Improving Universe Data on Schools and School Districts." This report is part of that series; other reports in the series include "Technical Report: Conceptual Framework," "Development of a Shuttle for Verifying Data Elements Collected by State Departments of Education and Reported to the U. S. Department of Education's Center for Statistics," and "A Compendium: State Profiles of School and School District Universe Data." Several white papers complete the series, including "Data Elements on the School and School District Universe Files to Permit Sampling for National, Regional, and State Studies," "Federal Program Information on School and School District Universe Files," "Collecting National Statistics on Dropouts," "Variations in Definitions and Proceedings for Student Counts: Enrollment, Fall Enrollment,

[1] A crosswalk provides a method for translating data collected by states into categories and definitions comparable to those proposed by the U.S. Department of Education's Center for Statistics. This allows states to maintain the data for their own purposes while providing a bridge to the national educational data systems.

Membership, and Average Daily Membership," and "Summary: State Collection Practices on Universe Data Elements." This report, "School and Student Classifications for Universe Data Files," describes the recommendations of the Project for updated definitions dealing with types of schools and students.

A major component of the Project's work was to describe what statistics states are currently collecting, and to note the similarities and differences among the states. Building upon the current data collection practices by states, the Project made recommendations designed to incorporate the best practices of states, while reducing the data collection burden for as many states as possible. This report examines how states define terms related to schools and students, assesses the comparability of definitions across states, and proposes updated definitions to resolve the differences.

DEFINITION AND COLLECTION ISSUES: SCHOOLS AND STUDENTS

To acquire a universe file on schools in this country, definitions of basic terms such as school, public school, and nonpublic school are essential if states are to classify various schools in the same way. It is apparent from existing state reports of schools that there is considerable variation in what states consider a school and a public school. These differences have grave measurement consequences for collection and comparison of data on categories such as numbers of students, teacher-student ratio, and costs per student calculations.

This section examines how states define these terms, and assesses the comparability of definitions across states. This assessment lays the groundwork for updated definitions proposed in the final section of this report.

The discussion begins with the definition of "school," and suggests two ways of classifying schools: (1) public and nonpublic schools, and (2) regular, special education, vocational education and alternative schools. The final part of this section examines the definitions of various student categories--public and nonpublic school students and educated-at-home students--and the student data available.

School

The Center for Statistics defines school as:

> A division of an education agency consisting of students comprising one or more identifiable groups (PK-12) or other identifiable groups (ungraded), organized as one unit with one or more teachers to give instruction.

To make the states' definition of school operational, the Center definition was partitioned into measurement-related components. The components are designated by black bullets (o). The reformatted definition of school is:

> Division of an education agency:
> - has one or more grade groups (PK-12) or ungraded
> - has one or more teachers to give instruction

The focus of this definition is school structure (grades covered and the presence of teachers), and basic purpose (providing instruction). Twenty-nine states report complete agreement with this definition. Twenty states reported specific variations from this definition. (State-by-state variations are reported in Appendix A.) Some of the variations include a further elaboration on the structure or purpose of schools, e.g., excludes prekindergarten, or is located in more than one building. Several variations have to do with the source and degree of administrative control exerted on the school.

Two variations deal with in-school administration (number of states listed in parentheses):

-has a principal (4)

-has assigned certificated administrators (2)

Two variations focus on the quasi-legal or political governance of schools:

-is approved by the state board of education (3)

-is established by local superintendent (2)

Figure 1 illustrates two types of reporting problems: (1) Problems created because of state-specific variations in defining school, and (2) Problems created because states report schools that do not match their own definitions. Figure 1 presents definitions by three states and extracts examples of schools reported by those states to the Center for Statistics

Figure 1

Comparison of State Definitions of "School" With Types of Schools Submitted for CCD Report

State A

Division of an education agency:
- has students in one or more grade groups (PK-12); or ungraded
- has one or more teachers to give instruction

Schools	#Tchrs.	#Studs.
Cullman Child Dev. Center	10.5	48
Fairfield Area Voc. School	16.1	0
Oxford Area Voc.	34	0
Parkford Learning Center	5	68
Lakeview Phileo Elem. School	0.2	4
Lakeview Phileo High School	0.7	13

State B

Division of an education agency:
- has students in one or more grade groups (PK-12); or ungraded
- has one or more teachers to give instruction

- is established by local superintendent

Schools	#Tchrs.	#Studs.
Adventure School	0	7
CEC Mary O'Brien	0	12
Special Services	0.1	3
Administration Center	5.0	38
Horse Mesa High School	0	75
Pima Special Programs	1.0	1
Voc. Tech. Career Center	9.8	0

State C

Division of an education agency:
- has students in one or more grade groups (PK-12); or ungraded
- has one or more teachers to give instruction

- excludes prekindergarten students
- is approved by state board of education

Schools	#Tchrs.	#Studs.
Agri. Business Center	9	40
Juvenile Dentention	1.1	21
Normandy School	3	
Tom P. Harvey Voc/Tech Ctr.	58	
Home/Hospital Instr. Prog.	22	
PATS Program	100	565
George Washington Center	0	0
Non-School Exec. Educ.	.8	14
Lake Wales Adult School	32	531

on Part 1 (School Universe) of the Common Core of Data. The three states vary in thier definition of a school, and in the kinds of schools they report to the Center for Statistics. For example, the three states presented in Figure 1 report schools that have no students or no teachers, and include institutions which are special learning centers, adjuncts to schools, adult schools, or learning centers, having parameters in their definition of school which would exclude these kinds of facilities and services.

The example also illustrates a second problem: the discrepancies in the types of schools reported across states. Many states conform to the specifications in the Center definition and only report PK-12 schools with teachers, students, and an instructional program--schools that look and sound like schools (e.g. A.K. Smith Elementary School, West End Junior High School, and Oak City Magnet School). Other states, however, only include schools approved by their state boards of education or schools with certified administrators. The obvious outcome of these state-specific definitions of school is the difference in numbers: student/teacher ratios and per student expenditures are computed on different types of schools in different states.

School Types

The definition of school has a direct relationship to types of schools. The Project collected data using two methods of classifying schools: (1) public and nonpublic schools, which reflect a legal/administrative control grouping of schools, and (2) regular, special education, vocational education, and alternative education schools, which reflect a focus on the purpose or function of a school.

Public and Nonpublic Schools

Public and nonpublic schools are discussed here as a contrastive, but not mutually exclusive, pair of elements. Individual states are also imprecise when defining these two types of schools. As a result, to understand how some states define public school, it is necessary to know

how they define nonpublic school. (The state-by-state data for these definitions are reported in Appendix B.)

The Center for Statistics definition of public school is:

> Any elementary or secondary educational institution operated by a state, a subdivision of a state, governmental agency within a state, federal government, or operated wholly or predominantly from or through the use of governmental funds or property or funds or property derived from a governmental source.

The component or profile definition which the Project staff derived from this is as follows:

Elementary or secondary school:
- operated by the state
- operated by a subdivision of the state
- operated by a government agency within the state
- operated by the federal government

Under this definition, the term "operated" subsumes the portion of the basic components of control and funding of schools. The problems surrounding the term "public school" are not problems of additions made by states to the definition. Rather, the problems cluster around disgreements with elements of the basic definition.

As one moves from locally-operated public schools to state- and federally-operated schools, there is less consensus among states as to which schools are counted as public schools. Forty-seven states agree with the definitional component, "operated by a subdivision of the state," generally meaning operated by local education agencies; 35 states agree with "operated by a government agency within the state," generally meaning operated by departments of correction or some other non-education agency within state government; 34 states agree with "operated by the state," and 28 states agree with "operated by the federal government," generally meaning U.S. Department of Defense or Bureau of Indian Affairs. Figure 2 demonstrates this finding graphically, showing that as a school moves away from local public control, it is less likely to be considered a public school across the states.

There were only two additions made by states to the basic definition of public school. Six states identified an administrative component in their definition, "operated by an administrative unit subject to state rules, regulations, and minimum standards," and two added the specific exclusionary clause, "excludes publicly supported private agency schools."

Figure 2

Percent of States Agreeing With Each Component of Public School Definition

57%

An elementary or secondary school:
- operated by the federal government

69%

An elementary or secondary school:
- operated by the state

71%

An elementary or secondary school:
- operated by a government agency within the state

96%

An elementary or secondary school:
- operated by a subdivision of the state

Nonpublic Schools

The Center for Statistics definition for nonpublic school is:

> An elementary or secondary educational agency, organization or institution which is not under federal or public supervision or control.

The component definition designed for the profiles was structured in this way:

> Elementary or secondary school:
> - operated by an individual or nonpublic entity
> - not under public control

Thirty-one states indicate they agree exactly with this definition. The kind and degree of discrepancies which other states report are indirectly related to what those states exclude from the definition of public school. Many states which do not include state- or federally-funded and operated schools under "public school," classify them under the nonpublic school definition. Four of the 10 discrepancies deal with including nonlocal but publicly-funded and operated public schools. Some states include schools operated by the state, by an agency within the state, and by the federal government, e.g., Bureau of Indian Affairs schools, as nonpublic schools.

A secondary problem in the definition of nonpublic school relates to accountability. In some states, nonpublic schools may or may not be accredited schools. That is, in some states nonpublic schools must be accredited to be counted, while in other states accreditation is not a factor. A second accountability issue focuses on whether or not states can collect information on nonpublic schools or students. This issue is discussed further under the public and nonpublic student section of this report.

Regular, Special Education, Vocational Education, and Alternative Schools

The second school classification, on which the Project gathered data, focused on the educational purpose or function of a school. The four

school types surveyed were: regular, special education, vocational education, and alternative and/or evening schools. (The state-by-state data for these definitions are reported in Appendix C.)

Regular School

The Center for Statistics definition used in the Shuttle is:

> A school which conducts instructional programs such as elementary, middle, secondary or elementary/secondary combined which are not predominantly organized for providing vocational or special education instruction.

The component definition derived by the Project for state profiles is:

> School that conducts elementary and/or secondary instruction:
> - does not focus on vocational, special or alternative education

Thirty-nine states agree with this definition. By this definition, most schools would fall into the regular school category. Ten states indicate they have no definition of regular school.

Special Education School

The Center for Statistics definition for a special education school is:

> A school which conducts a program or programs designed primarily to provide instruction for students having special needs. Included are the schools for the hard-of-hearing, deaf, speech-impaired, health-impaired, learning disabled, mentally retarded, emotionally disturbed, and multihandicapped.

The component definition derived from the above definition for the state profiles looks like this:

> School that conducts elementary and/or secondary instruction:
> - focuses predominantly on special education
> - includes schools for any of the following: hard-of-hearing or deaf, speech-impaired, health-impaired, learning disabled, mentally retarded, emotionally disturbed, or multihandicapped students

Forty-three states indicate agreement with this definition. Several states, however, made additions or qualifications to this definition, particularly with respect to various categories or types of schools within the special education category. Eight states added visually- and orthopedically-impaired schools to the list of school types. Three states included schools for the gifted and talented. Other states included schools for the chronically ill, socially or emotionally maladjusted, mentally handicapped educable and trainable, autistic, and developmentally delayed.

Two other variations reported by states encompassed specific elements that make a school a special education school--"has adjusted environmental factors," and "has adapted curriculum, materials or instruction." One state indicated that a special school charter granted by the legislature designates that school as a special education school. Five states indicate they have no definition of special education school.

Vocational Education School

The Center for Statistics definition for vocational education school is:

> Â school which is organized and managed for the primary purpose of offering education and training in one or more semi-skilled or technical occupations.

The component definition derived by the Project for state comparisons is:

> School that conducts elementary and/or secondary instruction:
> - focuses predominantly on vocational education and training
> - provides training in one or more semi-skilled or technical occupations

The data on this definition show consensus across states. Several states reported one variation, that a vocational education school "provides training in skilled occupations," reflecting the addition of skilled to the semi-skilled or technical occupations part of the original definition. This seems to be an attempt to incorporate the recent addition of computer skills development to vocational education school

curricula. Two other variations deal with the targeted student populations. While several states have vocational education schools for only secondary schools, at least one state reports that vocational education schools provide training for "out of school" youth and adults, indicating that they go beyond elementary and secondary education levels.

Alternative and/or Evening School

The definition of alternative school taken from the Center for Statistics is:

> A school which is not an adjunct or part of a regular school and which provides a nontraditional educational program designed to meet the needs of students which generally cannot be met in the regular school.

The component definition derived from this definition looks like this:

> School that conducts elementary and/or secondary instruction:
> - provides a nontraditional education
> - addresses needs of students which cannot be met in a regular school
> - is not an adjunct to a regular school

Thirty-five states agree with this basic definition. One element of the basic definition which generated disagreement was "is not an adjunct to a regular school." In some states, alternative schools are often after-hours schools located in regular school buildings. Several states also added that such schools do award credits and diplomas, and/or serve a targeted population (discipline/problem students). Four states indicated they have no definition of alternative school. In conversations with some state Common Core of Data coordinators, it became clear that some states separate the categories of "alternative" and "evening" schools. Evening schools appear to be adult, or Adult Basic Education, schools.

In summary, there is consensus across the states on most of the four categories of schools discussed here. States offered some additional types of special education schools to reflect the variety of such schools located in their states. Vocational education schools differ across some states, with nonelementary and nonsecondary students attending such schools. Finally, a distinction needs to be made between alternative and evening schools, because many states serve different populations in these two categories.

Definitions and Data Collection Practices: Public and Nonpublic Students

The discussion earlier in this section dealt with the "gray" areas between definitions of public and nonpublic schools. This lack of agreement underpins a lack of agreement on the definition of public and nonpublic school student. The following discussion focuses on data elements, or reported measurements, related to those definitions--numbers of students in public and nonpublic schools.

The Center for Statistics definitions of "public school student" and "nonpublic school student" are:

> Public School Student. Individual for whom instruction is provided in an educational program under the jurisdiction of a public school, public school agency, or other public educational institution.
>
> Nonpublic School Student. Individual enrolled in a school which is controlled by an individual or by an agency other than a state, subdivision of a state or the federal government, usually which is supported primarily by other than public funds, and the operation of whose program rests with other than publicly elected or appointed officials.

The derived component definitions used for comparisons across states is:

Public School Student
Individual enrolled in a school:
- operated by a local public school agency
- operated by a state education agency
- operated by the federal government

Nonpublic School Student
- operated by an individual
- operated by a nonpublic entity

More states indicated agreement with the definitions of public and nonpublic school students (35 and 33 states, respectively) than with the definitions of public and nonpublic schools (26 and 31 states, respectively). However, some states do not include students from state- and federally-operated schools in the public school counts, and a few states include state agency schools in their nonpublic school counts.

Student Counts--Enrollment, Membership, and Fall Membership

Every state in our study reports collecting student count data, either membership or enrollment. Forty-seven states collect a student count, either membership or enrollment, for public school students at the school level, while the other two states collect data at the district level. Thirty-nine states collect either school level enrollment or membership for nonpublic school students. States are more likely to collect both membership and enrollment for public schools than for nonpublic schools (27 states compared to 7).

Individual states differ in their definition of membership and enrollment, and this creates differences in the actual count of students. "Enrollment," for example, is typically considered a cumulative, unduplicated (within school) count of students registering over the course of a year. "Membership," on the other hand, is identified as a one day count, typically in the fall, which gives the number of students currently on the rolls of a school. "Fall enrollment" is another term which includes the count of students registered at a school in the fall.

This situation is further complicated by the fact that different states use different terms for the same definition. Thus, a membership definition may be labelled "fall enrollment" in one state while being called "enrollment" in another.

The Center for Statistics currently asks for public school student counts in three different parts of the Common Core of Data. However, the nomenclature for each of these counts varies: for the public school universe, the Center requests an unduplicated count, broken down by grade; for the school district universe, a fall count of total students instructed; and for the SEA non-fiscal report, an October count of students by grade. Despite these differences, a typical state submits the same count for each part, and this count is usually some form of fall count of students registered in a school.

These responses illustrate the problems that exist as states define public and nonpublic school students, and public and nonpublic schools. Thus, clarification in both areas is required in order to attain reliable state-by-state counts of public and nonpublic students. In the final

section of this paper, recommendations are proposed to help resolve the definitional problems regarding public and nonpublic students. Further delineation of the issues raised here briefly, regarding enrollment, membership, and fall enrollment, along with recommendations for standardizing practice of reporting these counts in the Common Core of Data, is contained in another report in this series, "Variations in Definitions and Procedures for Student Counts: Enrollment, Fall Enrollment, Membership, and Average Daily Membership."

Nonpublic School Students

An examination of the data sources used in counting nonpublic school students illustrates the definitional problems. Some states collect data only from accredited nonpublic schools, while other states rely on voluntary reports submitted by nonpublic schools (thereby lacking a complete census of nonpublic schools). Counts of nonpublic school students are noncomparable across states for many reasons: e.g., accreditation, voluntary reporting, legal issues within states - and all contribute to exclusion of some students attending an educational institution on a full time basis. Thus, until some of these issues are clarified, statistics such as nonpublic school enrollment or comparisons involving nonpublic schools across states are unreliable.

Student Counts--Grade, Race/Ethnic and Sex

Comparability across states is further complicated by the ways student data are broken down into grade, sex, and race/ethnic group categories in public and nonpublic schools. Grade level counts are the most broadly collected; 49 states count students by grade in public schools, 33 states count students by grade in nonpublic schools. Race/ethnic group data breakdowns for public schools are done by 40 states, and by 16 states for nonpublic school students. Student counts, broken down by sex, are available in 38 states for public schools, and in 23 states for nonpublic schools.

In Appendix D, state-by-state data are presented for the definitions of public and nonpublic school students. Further, the collection practices across the states are presented in the second part of Appendix D.

Educated-at-Home Students

There is one category of student which does not directly fit the public or non-public school student distinctions. Educated-at-home students is a special category of individuals who are educated in a non-typical classroom/school situation. The Center for Statistics definition is:

> A child of one household and of compulsory attendance age instructed at home by a parent or parents or by a tutor employed by the parents. Such pupils receive their basic instructional program in subjects required by state law and regulations and are not attending any public or nonpublic school.

The component version derived by the Project to ascertain state-by-state agreement with specific elements of this definition looks like this:

Individual not enrolled in a school:
- instructed during compulsory attendance age
- instructed at home by a parent
- instructed at home by a tutor employed by parents
- instructed in subjects required by state law and regulations

Twenty-two states indicate complete agreement with this definition. Three states agree with the basic definition but also indicated some qualifications or variations. Sixteen states indicated that they do not collect information on educated-at-home students.

This information indicates little consensus across the states for reporting information on educated-at-home students. In some states, parental instruction is not allowed, and/or certified district instructors must be used, and/or periodic tests must be taken and passed by students. The state-by-state breakdowns of the definition and data collection practices for educated-at-home students are presented in Appendix E.

In sum, the data collected across the states on educated-at-home students suggests no clear patterns. Indeed, a substantial number of states do not collect data. The degree to which state laws and regulations affect such students also cannot be generalized with any great certainty. It is apparent that without institutional locations, obtaining data for educated-at-home students is difficult to coordinate and report.

RECOMMENDATIONS

These recommendations focus on standardizing the definitions of schools, of school types, and of three student categories. Where it is necessary to have correspondence between schools and students of the same type, recommendations for both schools and students are oriented toward making them comparable.

Recommendations: School

Although only a minority of states identify issues dealing with administrative control, it deserves attention in terms of improving the definition of school. Identifying administrative control of schools serves to differentiate formally organized and funded schools from family-run or home schools. Thus, additional wording is proposed for definition of school:

-has assigned administrators within the school

This proposed change subsumes additions made by states in the area of administrative control, and does not appear to impact negatively on states which indicate agreement with the basic definition.

Another recommendation seeks improvement of the definition in order to clarify ambiguities discovered in the Center for Statistics' school universe listings. Ten states indicated "is located in one or more

buildings" as a discrepancy. This statement is helpful in preventing double counting or having the same school with two addresses--this would be of specific concern for the school universe files. For example, the school universe listings may have two schools at the same address--one with an "East Campus" designation, the other with a "West Campus" designation. While it is not clear whether or not there are 2 schools at this address, this additional language makes clear to states (who have greater information to make a judgment), and to the Center for Statistics, that it is permissable to have 2 schools at one site or one or more buildings for a school.

Thus, the recommended definition of school looks like this:

Institution which provides educational services:
- has one or more grade groups (PK-12) or ungraded
- has one or more teachers to give instruction
- is located in one or more buildings
- has assigned administrator(s) within the school

Recommendations: Public and Nonpublic Schools

Our data suggest that the confusion in the distinction between public and nonpublic schools from state to state can be resolved by building on the emerging pattern illustrated in Figure 1. There seem to be public schools locally controlled and operated (by a local education agency [LEA]), schools supported by public funds, not operated by an LEA but by some other state agency, and schools primarily supported by federal funds and operated by a federal agency. Schools cluster on the basis of what states (in the aggregate) include as public schools. By exclusion, schools not supported primarily by public funds, and not operated by a public institution are nonpublic schools. Thus, our recommendation is to create four categories under which all public and nonpublic schools can be classified. They are:

1. Local public schools
2. State-operated public schools (e.g., state special education schools run by the state education agency, or by the Department of Human Resources, or schools run by a correctional institution)
3. Federally-operated public schools (e.g., Department of Defense schools, Bureau of Indian Affairs schools)
4. Nonpublic schools

These classifications resolve some of the ambiguities in the way public/nonpublic distinctions are currently made. Further, these classifications enable states to distinguish schools supported by their state education tuition support programs. They create some data collection problems, since many states do not collect information from schools operated by non-education agencies. However, by establishing the three-way classification of public schools, states will be more consistent in what they put into each class. The largest class--local public school--will be more consistent across states. Over time, states can develop systems to collect data from all classes of schools.

The definitions for each of the four classifications, nested under the definition of "school" specified above, are:

Local Public Schools
Elementary or secondary school:
- operated by a local public agency
- receives funds from state tuition support formula
- governed by locally elected or appointed school board

State-Operated Public Schools
Elementary, secondary or special school:
- operated by the state
- operated by a government agency within the state
- receives public funds as primary support
- may receive funds from state tuition support formula

Federally-Operated Public Schools
Elementary, secondary or special school:
- operated by the federal government
- receives federal funds as primary support

Nonpublic Schools
Elementary or secondary school:
- operated by an individual or nonpublic entity, or
- operated by a religious entity
- not under public control
- can receive funds for special programs
- does not include home-based schools or education

This reformulation is an attempt to explicitly identify local public schools using two criteria: the role the state plays in funding such schools, and the presence of a local board of governance. The "state-operated public school" category serves as a within state

"supralocal" school category. This reformulation should help states to separate locally operated schools from other public schools without assigning such schools a nonpublic label. Federally-operated public schools consist primarily of Department of Defense schools and Bureau of Indian Affairs run or contracted schools.

The statements under the nonpublic school definition attempt to standardize and to limit the category so that it does not become a miscellaneous category. The statement, "does not include home-based schools or education," is included to explicitly exclude home schools and other educational units which do not offer fulltime degree-oriented education. Figure 3 shows the dfferences between the current definition and the recommended reformulations developed by the Project.

Recommendations: Public and Nonpublic School Students

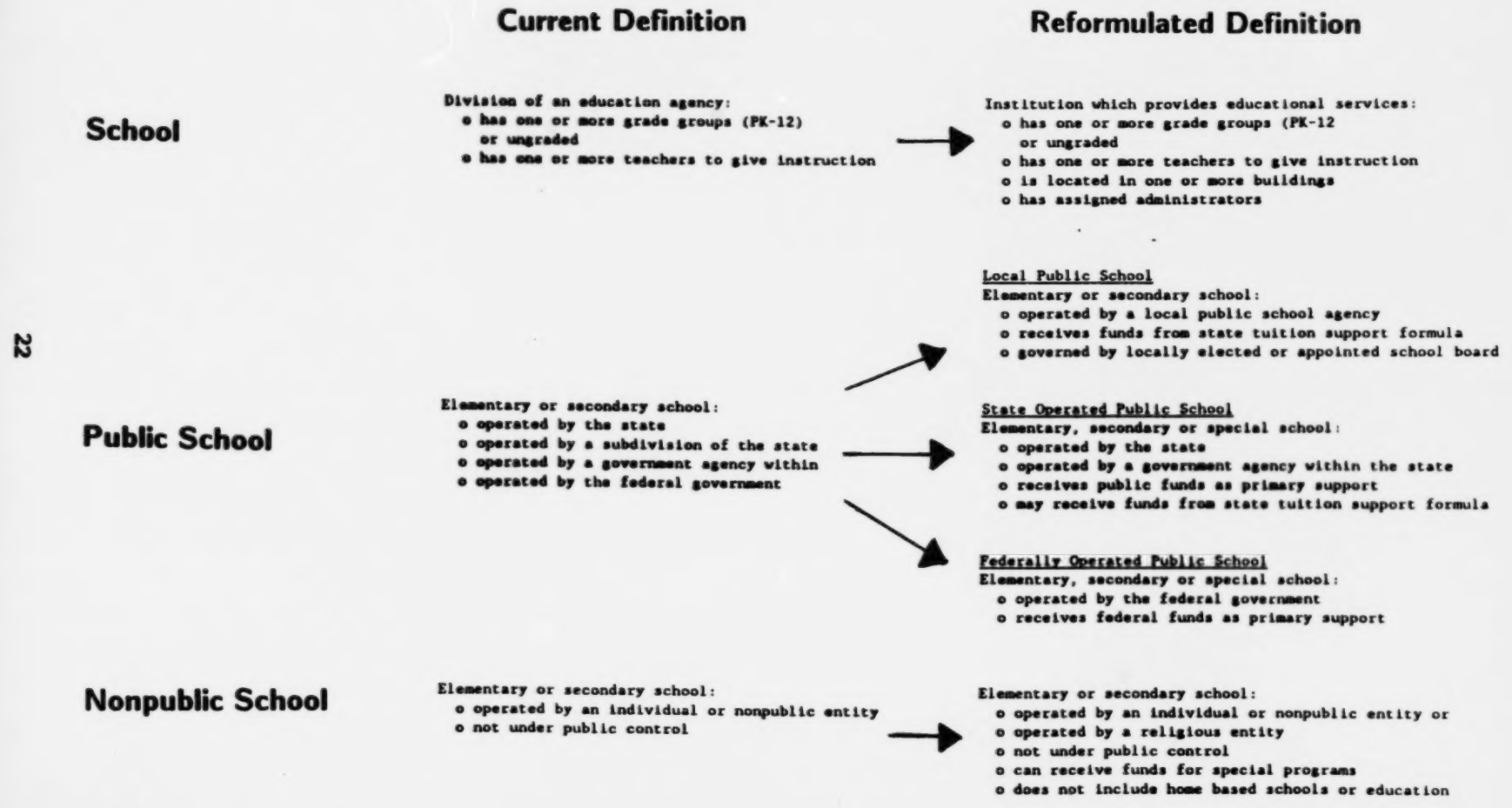
The recommendations for public and nonpublic school students presented here reflect the reformulation of the definitions of public and nonpublic school students, and the clarification of the relationship of those definitions to the definitions of public and nonpublic schools. The Project recommends, for reporting purposes, that the definitions for public and nonpublic school students follow from and reflect distinctions made in the local public, state public, federal public, and nonpublic school definitions. The student classifications follow those of schools reported in the public school universe.

Referring to the earlier discussion on schools, it is obvious that there is no one-to-one correspondence between schools and students in the current definitions. By borrowing the same structure from the proposed definitions of local public, other public, and nonpublic schools, more discrete categories are attained than what exists in the current definitions. The proposed reformulation of these definitions are:

Local Public School Student
Individual enrolled in a school:
- operated by a local public school agency
- includes all students enrolled in schools governed by a local school board

Figure 3

Schema for Reformulating Definitions of School, Public School and Nonpublic School


Current Definition
Reformulated Definition
School
Division of an education agency:
o has one or more grade groups (PK-12) or ungraded
o has one or more teachers to give instruction
Institution which provides educational services:
o has one or more grade groups (PK-12 or ungraded
o has one or more teachers to give instruction
o is located in one or more buildings
o has assigned administrators
Local Public School
Elementary or secondary school:
o operated by a local public school agency
o receives funds from state tuition support formula
o governed by locally elected or appointed school board
Public School
Elementary or secondary school:
o operated by the state
o operated by a subdivision of the state
o operated by a government agency within
o operated by the federal government
State Operated Public School
Elementary, secondary or special school:
o operated by the state
o operated by a government agency within the state
o receives public funds as primary support
o may receive funds from state tuition support formula
Federally Operated Public School
Elementary, secondary or special school:
o operated by the federal government
o receives federal funds as primary support
Nonpublic School
Elementary or secondary school:
o operated by an individual or nonpublic entity
o not under public control
Elementary or secondary school:
o operated by an individual or nonpublic entity or
o operated by a religious entity
o not under public control
o can receive funds for special programs
o does not include home based schools or education

State Public School Student
Individual enrolled in a school:
- operated by the state
- operated by a government agency within the state

Federal Public School Student
Individual enrolled in a school:
- operated by the federal government

Nonpublic School Student
Individual enrolled in a school:
- operated by an individual or nonpublic entity, or
- operated by a religious entity
- does not include students educated at home

Figure 4 provides a comparison of the current definitions of public and nonpublic school students with the proposed reformulated definitions. A comparison of Figure 4 with Figure 3 illustrates the degree of standardization that the reformulated model offers by contrasting the current definitions to the definitions proposed for schools.

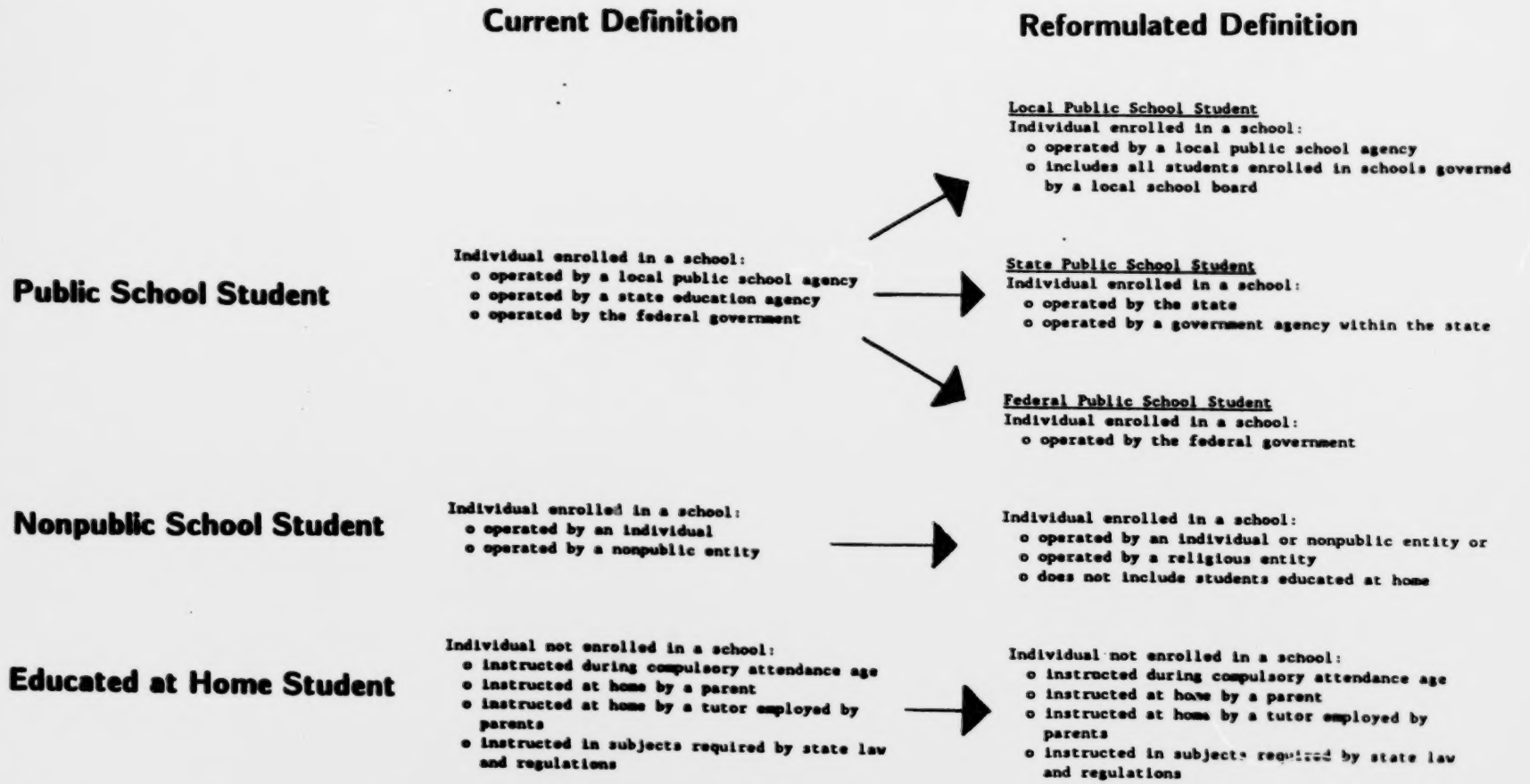
Recommendations: Collecting Data on Public and Nonpublic School Students

Beyond definitional recommendations for public and nonpublic school students, the Project sets forth recommendations for collecting student data.

Public School Students. It is recommended that counts of public school students be gathered in conjunction with the Common Core of Data universe of schools. These counts should be broken down by grade and, within grade levels, by categories according to race/ethnic groups. It is also recommended that there should be a breakdown by sex within race/ethnic categories, in conjunction with proposed dropout statistics collection (see "Collecting National Statistics on Dropouts"). The count should be an unduplicated head count of students registered in the fall of the school year. This recommendation is also parallel to that made in a companion report of this series, "Data Elements on the School and School District Universe Files to Permit Sampling for National, Regional, and State Studies." These guidelines enhance the utility of the school universe files for drawing samples for regional and national studies. Further, the counting procedure is also adapted from the recommendations presented in companion a comparison report in this series on how students are counted, "Variations in Definitions and Procedures for Student Counts:

Figure 4

Schema for Reformulating Definitions of Types of Students


Current Definition
Reformulated Definition
Public School Student
Individual enrolled in a school:
o operated by a local public school agency
o operated by a state education agency
o operated by the federal government
Local Public School Student
Individual enrolled in a school:
o operated by a local public school agency
o includes all students enrolled in schools governed by a local school board
State Public School Student
Individual enrolled in a school:
o operated by the state
o operated by a government agency within the state
Federal Public School Student
Individual enrolled in a school:
o operated by the federal government
Nonpublic School Student
Individual enrolled in a school:
o operated by an individual
o operated by a nonpublic entity
Individual enrolled in a school:
o operated by an individual or nonpublic entity or
o operated by a religious entity
o does not include students educated at home
Educated at Home Student
Individual not enrolled in a school:
o instructed during compulsory attendance age
o instructed at home by a parent
o instructed at home by a tutor employed by parents
o instructed in subjects required by state law and regulations
Individual not enrolled in a school:
o instructed during compulsory attendance age
o instructed at home by a parent
o instructed at home by a tutor employed by parents
o instructed in subjects required by state law and regulations

Enrollment, Fall Enrollment, Membership, and Average Daily Membership." Breaking down student counts by grade, by racial/ethnic groups, and by sex within the racial/ethnic categories among the various classifications for public schools, will further enhance the capacity to draw samples from specific target populations of students (see previous section). It also fulfills requirements necessary to report meaningful dropout statistics.

Nonpublic School Students. Although there has been increased interest in nonpublic schools and students in this country, the Project's data show that states are not consistently collecting data on numbers of students in nonpublic schools to allow valid comparisons across states. State law, voluntary reporting, and resistance by nonpublic schools to be burdened by governmental data gathering, all complicate collecting reliable data on nonpublic school students. Further, until such data can serve a defined purpose, we believe that asking states to gather data on nonpublic schools, as part of the school universe file, would be an additional data burden that has little utility.

Recommendation: Educated-at-Home Students

The project recommends retaining the current definition for educated-at-home students, but, at this time, not to ask states to collect data on these students for the national data system. The problems that states encounter in collecting data on nonpublic school students are magnified with respect to educated-at-home students: even fewer states collect data on this category than collect data on nonpublic school students; legal issues, unique to each state dealing with educated-at-home students, would make comparable data difficult. The definition is listed in Figure 4.

Recommendations: Regular, Special Education, Vocational Education, and Alternative Schools

States are asked to classify each school they list in the Common Core of Data school universe using these terms. Thus, the Project recommends a definition for each school type, and one general recommendation for the coding of such schools in the school universe.

Regular School. The project recommends the retention of this definition in its current form. Though some states do not have a formal definition of regular school, we feel it is straightforward enough for most states to discern which of their schools fit into this category:

School that conducts elementary and/or secondary instruction:
- o does not focus on vocational, special or alternative education

Special Education School. The project recommends a modification of the current definition, which reflects specifications of the current Code of Federal Regulations that define the 11 kinds of handicaps identifying special education students (see 34 CFR 300.5). Further, to clarify the role and purpose of a special education school, we add language submitted by some states. Thus, the recommended definition of special education school is:

School that conducts elementary or secondary programs:
- focuses predominantly on special education
- has adapted curriculum, materials, or instruction for students served
- includes schools for any of the following:
  - mentally retarded
  - hard of hearing
  - deaf
  - speech impaired
  - visually handicapped
  - seriously emotionally disturbed
  - orthopedically impaired
  - deaf-blind
  - other health impaired
  - multi-handicapped
  - specific learning disability which needs special education services

Vocational Education School. The definition recommended below alters the current definition for vocational education school; it incorporates language regarding "skilled" occupations not used in the current definition. It also adds restrictions that exclude schools which serve students beyond the normal school age range or students who have left the regular school (elementary/secondary) grade range.

School that conducts elementary and/or secondary instruction:
- focuses predominantly on vocational education and training
- provides training in one or more skilled, semi-skilled or technical occupations
- excludes schools which serve "out of school" youths and adults

Alternative Schools. Of the four school terms dealt with here, this term was the most ambiguous. The Project recommends that alternative and evening schools not be lumped together in one category, because joining them has generated confusion. For many states, evening schools implied or meant adult (or beyond regular school age) schools, which focus on adult basic education, etc. (See the general recommendation below on how to deal with this category.) The Project recommends adding language to the definition of alternative schools, in order to clarify this category. We feel it is useful to include a statement about allowing "adjuncts" of regular schools to be included. This allows greater flexibility for states with alternative school programs that have special functions or relationships to regular schools.

The new definition of alternative schools is:

School that conducts elementary and/or secondary education:

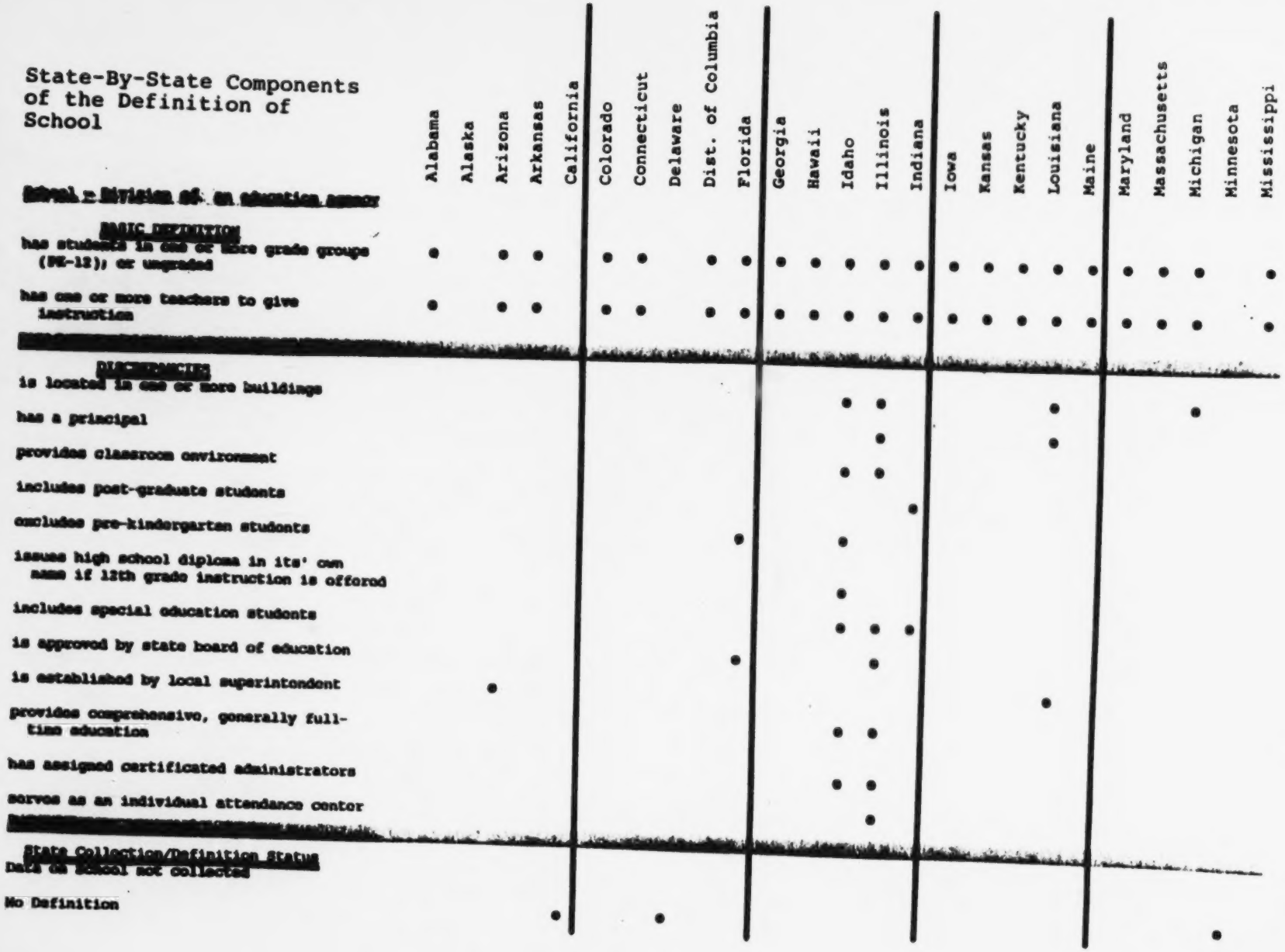
- provides "nontraditional" education
- addresses needs of students which cannot be met in a regular school
- may be an adjunct to a regular school
- awards credits and diplomas

General Recommendation

In addition to the specific definitional recommendations made above, the Project makes a general recommendation for the coding of these schools. We recommend an "other" category to be used to capture any schools which do not explicitly fall under the above four categories. The removal of evening school from the alternative category necessitates the creation of another category in which these kinds of schools can be placed. Ideally, the other category should not contain large numbers of schools. If this becomes the case, however, additional research defining other useful categories would be needed.

APPENDIX A

State-By-State Components of the Definition of School



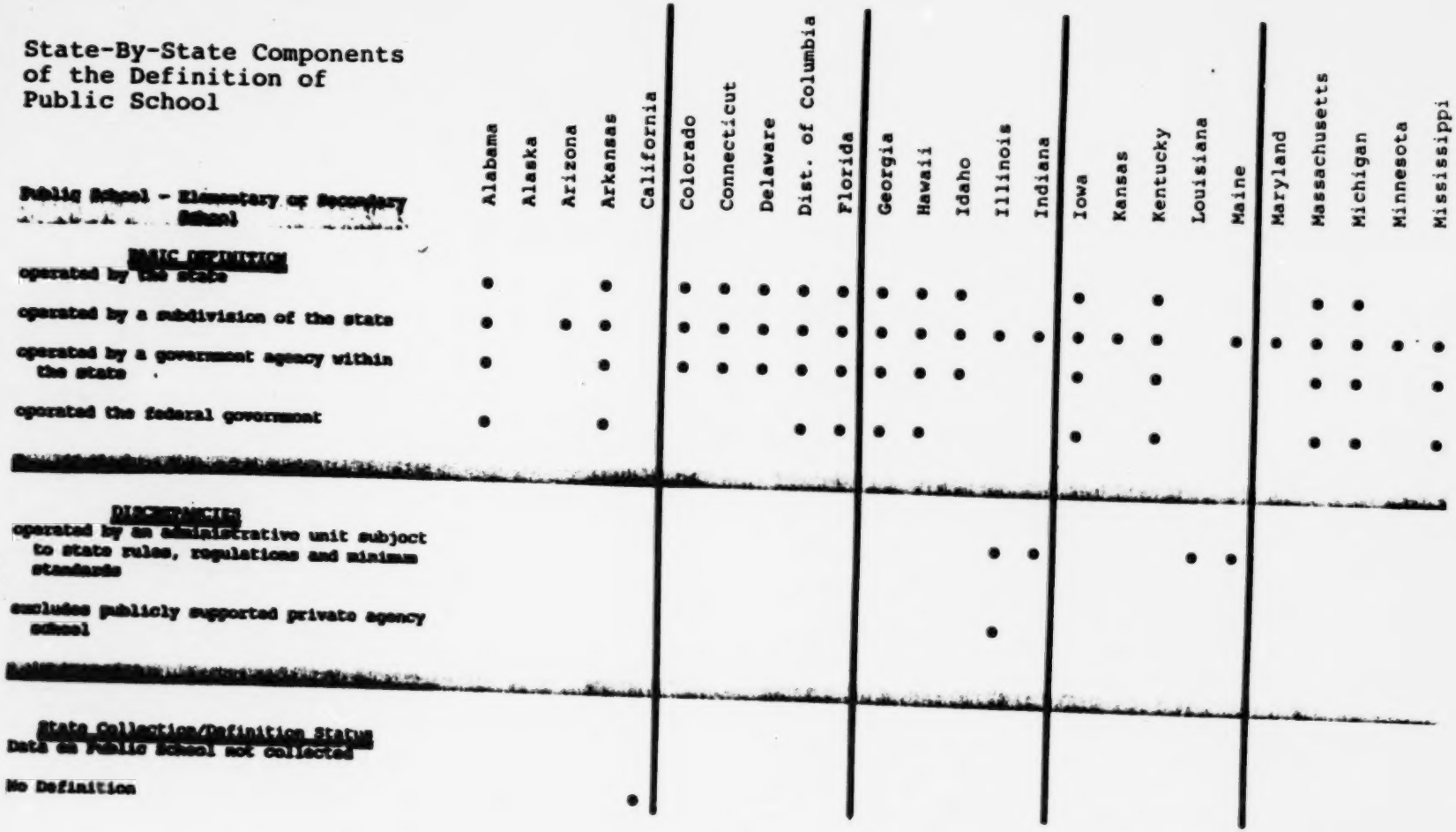
State-By-State Components of the Definition of School

School = Division of an education agency

	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
BASIC DEFINITION																										
has students in one or more grade groups (PK-12); or ungraded	•		•	•	•		•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•
has one or more teachers to give instruction	•		•	•	•		•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•
DISCREPANCIES																										
is located in one or more buildings												•	•			•	•	•							•	
has a principal													•					•								
provides classroom environment													•													
includes post-graduate students														•												
excludes pre-kindergarten students																									•	
issues high school diploma in its' own name if 12th grade instruction if offered													•													•
includes special education students																										
is approved by state board of education																										
is established by local superintendent																										•
provides comprehensive, generally full-time education													•													
has assigned certificated administrators																										
serves as an individual attendance center													•													
State Collection/Definition Status																										
Data on school not collected																										
No Definition						•								•												

APPENDIX B

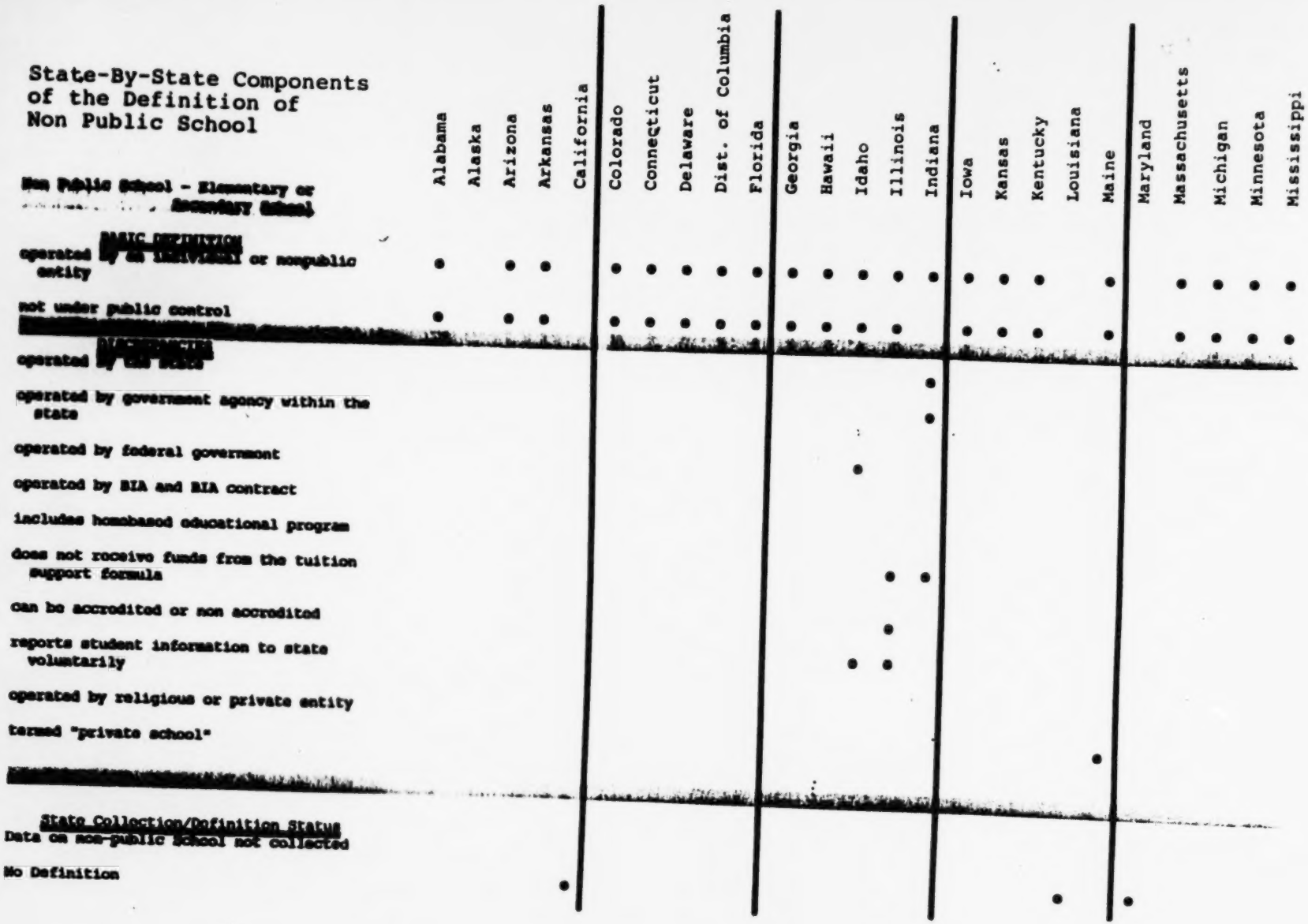
State-By-State Components of the Definition of Public School

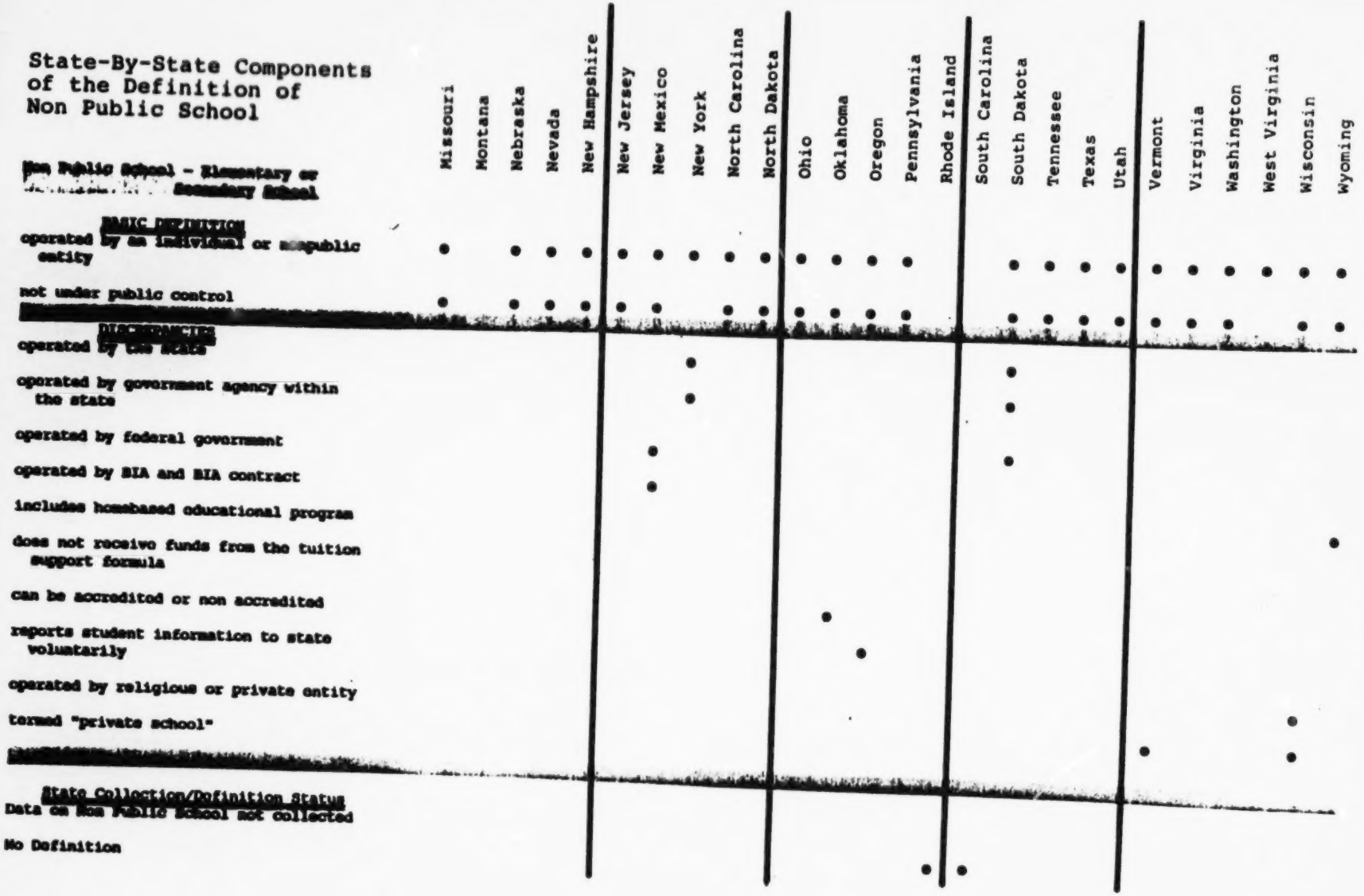


State-By-State Components of the Definition of Public School

	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
Public School - Elementary or Secondary School.																										
BASIC DEFINITION																										
operated by the state	●		●	●	●	●			●	●	●	●	●	●		●		●	●	●	●	●	●	●		●
operated by a subdivision of the state	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
operated by a government agency within the state	●		●	●	●	●			●	●	●	●	●	●		●		●	●	●	●	●	●	●	●	
operated by the federal government	●		●	●	●	●			●	●	●	●	●			●			●	●	●	●	●	●		
[illegible]																										
DISCREPANCIES																										
operated by an administrative unit subject to state rules, regulations and minimum standards																		●							●	
excludes publicly supported private agency school													●													
[illegible]																										
State Collection/Definition Status																										
Data on Public School Not Collected																										
No Definition																										

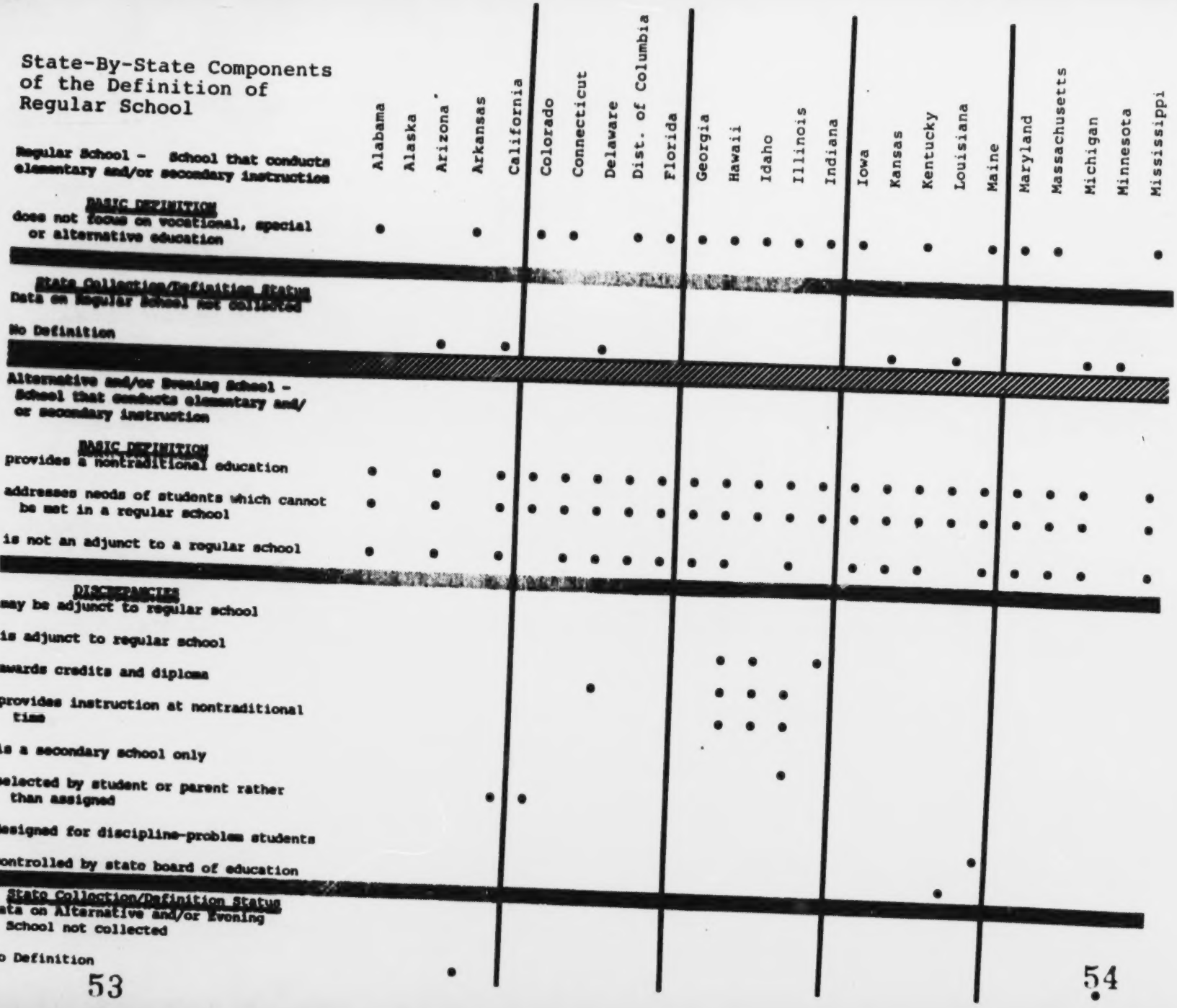
State-By-State Components of the Definition of Non Public School




State-By-State Components of the Definition of Non Public School
Non Public School - Elementary or Secondary School
BASIC DEFINITION
operated by an individual or a public entity
not under public control
DISCREPANCIES
operated by the state
oporated by government agency within the state
operated by federal government
operated by BIA and BIA contract
includes homebased educational program
does not receive funds from the tuition support formula
can be accredited or non accredited
reports student information to state voluntarily
operated by religious or private entity
termed "private school"
State Collection/Definition Status
Data on Non Public School not collected
No Definition
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

APPENDIX C

State-By-State Components of the Definition of Regular School



State-By-State Components of the Definition of Regular School

	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
Regular School - School that conducts elementary and/or secondary instruction																										
BASIC DEFINITION																										
does not focus on vocational, special or alternative education	•			•	•	•	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•
State Collection/Definition Status																										
Data on Regular School not collected																										
No Definition			•									•			•											
Alternative and/or Evening School - School that conducts elementary and/or secondary instruction																										
BASIC DEFINITION																										
provides a nontraditional education	•			•	•	•	•	•		•	•		•		•	•	•	•	•	•						
addresses needs of students which cannot be met in a regular school	•			•	•	•	•	•		•	•		•		•	•	•		•	•		•	•	•	•	•
is not an adjunct to a regular school	•			•	•	•	•			•	•		•		•		•		•	•		•	•	•	•	•
DISCREPANCIES																										
may be adjunct to regular school								•																		
is adjunct to regular school																										
awards credits and diploma																										
provides instruction at nontraditional time																										
is a secondary school only																										
selected by student or parent rather than assigned																										
designed for discipline-problem students																										
controlled by state board of education																	•									
State Collection/Definition Status																										
Data on Alternative and/or Evening School not collected								•					•							•						
No Definition			•								•															

State-By-State Components of the Definition of Special Education School

Special Education School - School that conducts elementary and/or secondary instruction	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Dist. of Columbia	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi
BASIC DEFINITION																									
focuses predominantly on special education	•			•		•	•	•	•		•	•	•	•	•	•	•	•		•	•	•	•	•	•
includes schools for: hard-of-hearing or deaf, speech-impaired, health impaired, learning disabled, mentally retarded, emotionally disturbed, or multi-handicapped students	•			•		•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•
DISCREPANCIES																									
counted as a public school														•											
has adjusted environmental factors														•											
has adopted curriculum, materials or instruction														•											
includes schools for gifted and talented students				•						•			•												
includes school for visually-impaired and orthopedically-impaired students				•				•		•				•			•								
includes schools only for students with verifiable handicaps														•											
includes schools for the truants or insurbordinates								•																	
operated by a special school charter granted by the legislature																								•	
termed exceptional education school										•															
includes schools for the chronically ill										•															
includes schools for the socially or emotionally maladjusted								•																	

State-By-State Components of the Definition of Special Education School

	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
Special Education School - School that conducts elementary and/or secondary instruction																										
BASIC DEFINITION																										
focuses predominantly on special education	•		•	•	•	•	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•
includes schools for: hard-of-hearing or deaf, speech impaired, health impaired, learning disabled, mentally retarded, emotionally disturbed, or multi-handicapped students	•		•	•	•	•	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•
DISCREPANCIES																										
counted as a public school																										
has adjusted environmental factors																			•		•					
has adopted curriculum, materials or instruction																			•		•					
includes schools for gifted and talented students																			•		•					
includes schools for visually-impaired and orthopedically-impaired students												•							•		•					
includes schools only for students with verifiable handicaps			•																							
includes schools for the truants or insurbordinates																										
operated by a special school charter granted by the legislature																										
termed exceptional education school																										
includes schools for the chronically ill																									•	
includes schools for the socially or emotionally maladjusted																										

State-By-State Components of the Definition of Special Education School- Page 2

	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Dist. of Columbia	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi
Special Education School - School that conducts elementary and/or secondary instruction																									
DISCREPANCIES (cont'd)																									
includes schools for the mentally handicapped, educable and trainable								•																	
includes schools for visually impaired																									
includes schools for the autistic																									
includes schools for the developmentally delayed																									
State Collection/Definition Status																									
Data on Special Education School not collected																									
No Definition			•	•															•						

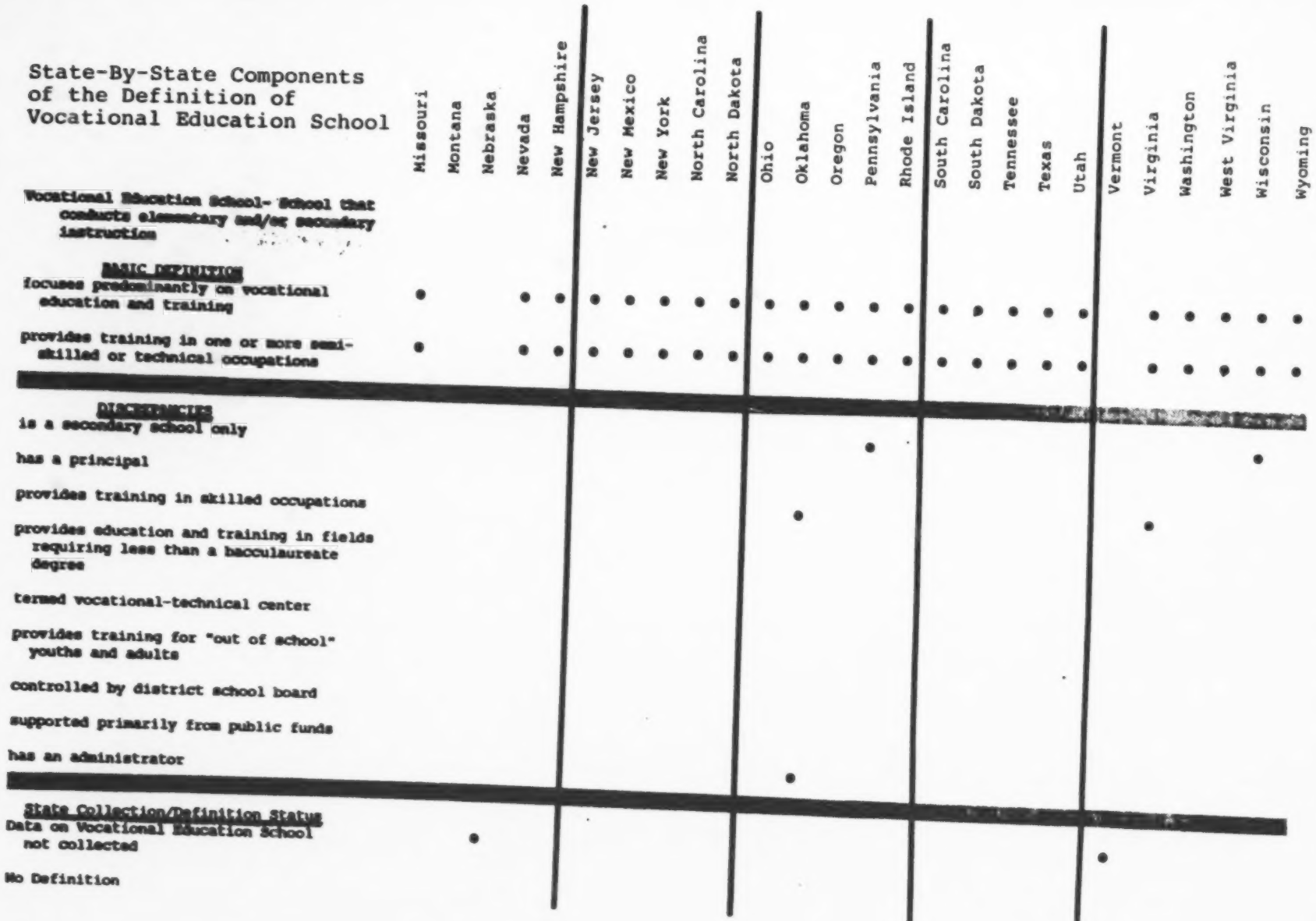
State-By-State Components of the Definition of Special Education School- Page 2

	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
Special Education School - School that conducts elementary and/or secondary instruction																										
DISCREPANCIES (cont'd)																										
includes schools for the mentally handicapped, educable and trainable																						•		•		
includes schools for visually impaired																			•							
includes schools for the autistic																						•				
includes schools for the developmentally delayed																						•				
State Collection/Definition Status																										
Data on Special Education School not collected												•			•											
No Definition																										

State-By-State Components of the Definition of Vocational Education School

	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Dist. of Columbia	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi
Vocational Education School - School that that conducts elementary and/or secondary instruction																									
BASIC DEFINITION																									
focuses predominantly on vocational education and training	•			•		•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•		•
provides training in one or more semi-skilled or technical occupations	•			•		•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•		•
DISCREPANCIES																									
is a secondary school only						•								•	•										
has a principal																									
provides training in skilled occupations						•				•				•	•				•						
provides education and training in fields requiring less than a baccalaureate degree								•																	
termed vocational-technical center										•															
provides training for "out of school" youths and adults										•															
controlled by district school board										•															
supported primarily from public funds																									
has an administrator																			•						
State Collection/Definition Status																									
Data on Vocational Education School not collected					•								•												
No Definition		•																						•	

State-By-State Components of the Definition of Vocational Education School

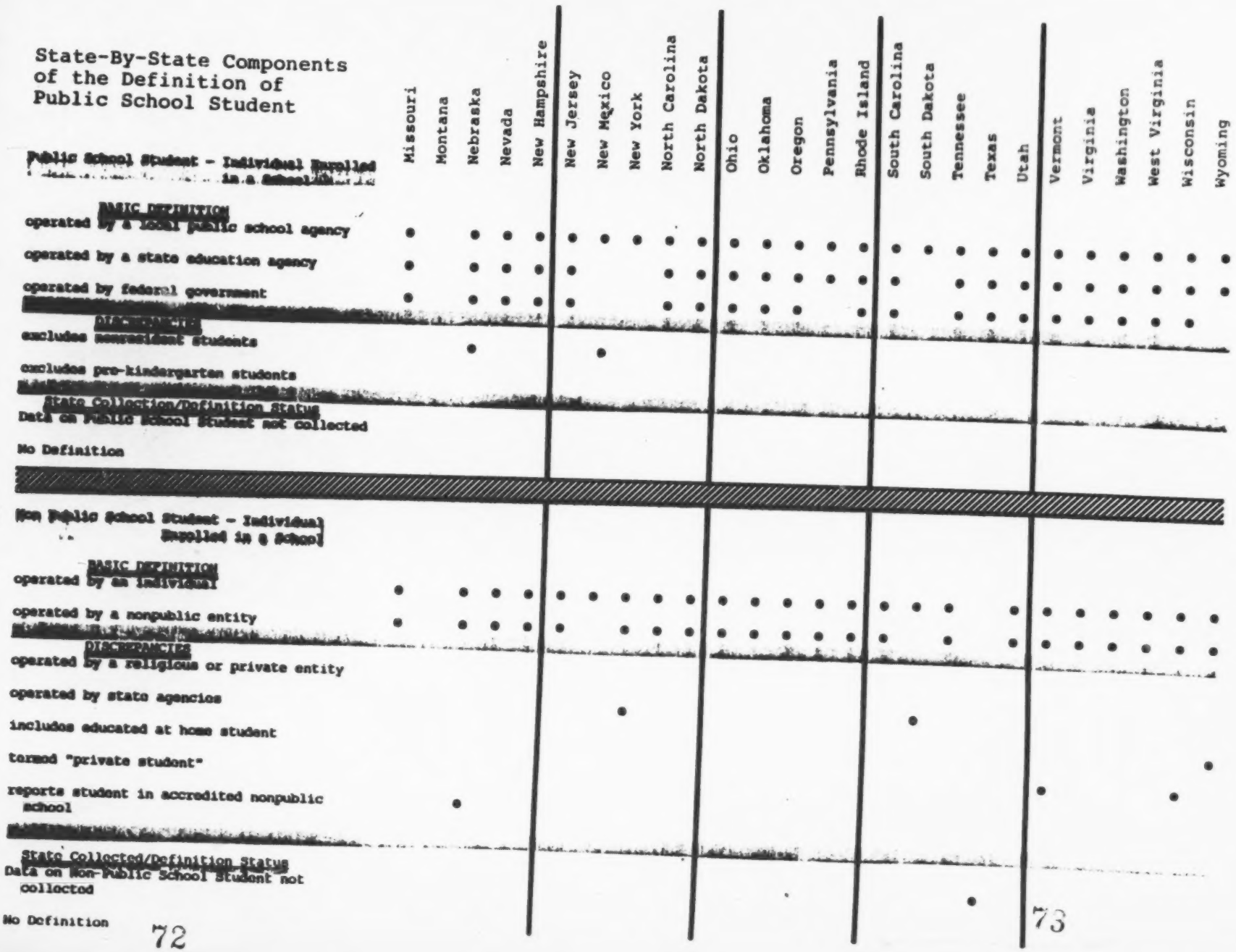


APPENDIX D

State-By-State Components of the Definition of Public School Student

	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Dist. of Columbia	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi
Public School Student - Individual Enrolled in a School																									
BASIC DEFINITION																									
operated by a local public school agency	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•		•	•	•	•
operated by a state education agency	•		•	•	•	•	•	•	•	•	•	•	•		•	•	•	•		•		•	•	•	•
operated by federal government	•		•	•	•				•	•	•	•			•	•	•	•		•		•	•		•
DISCREPANCIES																									
excludes handicapped students														•											
excludes pre-kindergarten students																								•	
State Collection/Definition Status																									
Data on Public School Student not collected																									
No Definition																			•						
Non Public School Student - Individual Enrolled in a School																									
BASIC DEFINITION																									
operated by an individual	•			•		•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•
operated by a nonpublic entity	•			•		•	•	•	•	•	•	•	•	•		•	•	•		•		•	•	•	•
DISCREPANCIES																									
operated by a religious or private entity																									
operated by state agencies																					•				
includes educated at home student															•										
termed "private student"																									
reports student in accredited nonpublic school							•							•			•								
State Collection/Definition Status																									
Data on Non Public School Student not collected			•	•																					
No Definition																									

State-By-State Components of the Definition of Public School Student



APPENDIX E

State-By-State Components of the Definition of Educated at Home Student

	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Dist. of Columbia	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi
Educated at Home Student - Individual not [illegible] Enrolled in a School																									
BASIC DEFINITION																									
instructed during compulsory attendance age	●			●	●	●		●	●	●	●	●			●			●	●		●	●			●
instructed at home by a parent	●			●	●	●			●	●	●	●			●			●	●		●	●			●
instructed at home by a tutor employed by parents	●			●	●	●			●		●	●			●			●	●		●	●			●
instructed in subjects required by state law and regulations	●			●	●	●		●	●		●	●			●			●			●	●			●
[illegible]																									
DISCREPANCIES																									
was enrolled in a public school																									
instructed in subject areas as requested by state law and regulations																			●						
must pass periodic district test																									
instructed by certified district staff																									
instructed by a tutor employed by school					●																				
considered private or nonpublic student					●																				
excludes instruction by parent																		●							
excludes instruction by tutor																									
instructed in subjects not prescribed by state or local statutes																									
instructed at home by legal guardian									●																
instructed through sequentially progressive curriculum									●										●						
parent must meet district approved qualifications to instruct																									
State Collection/Definition Status																									
Data on Educated at Home Student not collected		●					●						●	●		●	●		●				●	●	
No Definition																									

State-By-State Components of the Definition of Educated at Home Student

	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
Educated at Home Student - Individual not Enrolled in a School																										
BASIC DEFINITION																										
instructed during compulsory attendance age			•	•	•		•	•	•			•	•			•	•	•		•		•	•	•	•	•
instructed at home by a parent			•	•	•		•	•	•			•				•	•	•		•		•	•	•	•	•
instructed at home by a tutor employed by parents			•	•	•		•	•	•			•				•	•	•		•		•	•	•	•	•
instructed in subjects required by state law and regulations			•	•	•		•	•	•			•				•	•			•		•	•	•	•	•
DISCREPANCIES																										
was enrolled in a public school																	•									
instructed in subject areas as requested by state law and regulations																	•									•
must pass periodic district test													•									•				
instructed by certified district staff													•				•									
instructed by a tutor employed by school																										
considered private or nonpublic student																										
excludes instruction by parent																										
excludes instruction by tutor													•													
instructed in subjects not prescribed by state or local statutes													•													
instructed at home by legal guardian													•				•									
instructed through sequentially progressive cirruculum																										
parent must meet district approved qualifications to instruct																					•					
State Collection/Definition Status																										
Data on Educated at Home Student not collected						o			•		•		•	•				•		•						
No Definition	•																									